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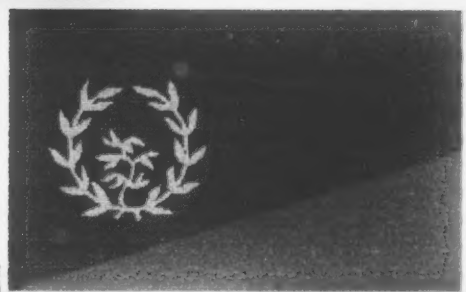
ABSTRACT

This report presents information to help teachers work with diverse students. The report includes: information regarding the countries and cultures of Haiti, Eritrea, and Ethiopia (for helping to establish rapport with diverse learners); characteristics of Haitians, Eritreans, and Ethiopians as contrasted with American students' characteristics and expectations; culturally responsive teaching techniques for Haitian, Eritrean, and Ethiopian students; evaluation and assessment-related strategies for Haitian, Eritrean, and Ethiopian children; resources for each of the three groups in America (human, community, and material resources, Internet resources, and annotated bibliographic resources); and research-based findings that clarify how to work effectively with children from Haiti, Eritrea, and Ethiopia. (SM)

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Researching Diverse Learners from Haiti, Eritrea, and Ethiopia



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Submitted by
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July 9, 1999

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Information Regarding Haiti



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Information Regarding the Country of Haiti

(Knowing this information may be helpful in establishing a rapport.)

- ✧ Haiti was the first black republic in the Western World.
- ✧ The Republic of Haiti consists of the Western third of the Island of Hispaniola which is the 2nd largest island in the Caribbean.
- ✧ Haiti covers 10,714 square miles, thus making it slightly larger than the state of Maryland.
- ✧ Because of its geographical location, natural disasters, such as earthquakes, landslides, and tropical storms, frequently occur.
- ✧ Natural resources are limited.
- ✧ The word "Haiti" in the language of the Arawoaks, the first inhabitants of the island, means "mountainous land."
- ✧ The country is dominated by 3 mountain ranges.
- ✧ Haiti's highland regions cover more than $\frac{3}{4}$ of the land area.
- ✧ Less than 20% of the land lies below 1,000 feet.
- ✧ The longest mountain range, the Massif du Nord, runs southeast from the Atlantic Ocean.
- ✧ Every inch of available land is cultivated and even very steep mountain slopes are tilled.
- ✧ Much of Haiti suffers from extensive erosion due to over cultivation.
- ✧ Haiti is one of the few countries in the world where the destruction of the original woodland is almost complete.
- ✧ Native fruit trees include avocado, orange, lime, and cherry.
- ✧ Haiti's climate is hot and dry year round.
- ✧ The average temperature is 81° F.
- ✧ The hottest months are June through September.
- ✧ The capital city is Port-au-Prince.
- ✧ June through October is hurricane season.
- ✧ Haiti lies in a rain shadow (stopped by mountain ranges) and does not receive much rainfall.
- ✧ More than 100 rivers and streams flow from the mountains into the sea.
- ✧ The longest river is the Artibonte River.
- ✧ The damming of the upper Artibonte River has produced a reservoir used for flood control, irrigation, and hydroelectricity.
- ✧ More than 1 million people live in the city of Port-au-Prince.
- ✧ Haiti is still fighting for the freedom and civil liberties they were hoping for when they overthrew the colonial authorities.

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- ✧ Haiti, or Hispaniola, was "discovered" by Christopher Columbus in his first voyage in 1492.
- ✧ Haiti became a republic in 1987 with 3 branches of government: the executive, legislative, and judiciary.
- ✧ Haiti is divided into 9 departments that are responsible for the administration of local government.
- ✧ The 9 departments are divided into about 100 communes.
- ✧ Each department has its own capital and each commune has a bourg ("boor") - a major town with municipal authority.
- ✧ Haiti is the poorest country in the Western Hemisphere.
- ✧ Haiti is predominantly an agricultural country.
- ✧ The main export crop is coffee.
- ✧ The most important staples of the Haitian diet are rice, corn, yams, and mangoes.
- ✧ Manufacturing is the third most important sector of the economy, after agricultural commerce.
- ✧ The main source of manufacturing jobs are US owned assembly plants around Port-au-Prince, producing electronics, toys, and sporting goods.
- ✧ Haiti is the world's largest producer of baseballs, supplying ALL balls used by the American and National leagues in the United States.
- ✧ The top 3 manufactured goods in 1992 were cigarettes, detergents, and bath soaps.
- ✧ Whites and mulattos (Haitians of mixed African and European descent) are minorities, together making up less than 10% of the population, but holding most of the country's power and wealth.
- ✧ Haiti has 670 people per square mile, one of the highest population densities in the world.
- ✧ There is a difference in the social class of the blacks and mulattos.
- ✧ Voodoo religion and Creole language pervade the life of the black Haitian.
- ✧ Haitian clothing is extremely colorful and made of lightweight cotton to suit the tropical climate.
- ✧ The majority of the Haitian population are rural, lower classes, and often live in one room dwellings, have common law marriages, and speak Creole.
- ✧ On the other end of the spectrum, the upper class live in grand homes, practice Catholicism, speak French, and are educated abroad.
- ✧ Education is free, however, textbooks and materials are not, thus many children cannot afford to go to school.
- ✧ There is only one university - the University of Haiti.

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- ✂ Health care is a problem in Haiti as most homes do not have running water and people use the river for personal and household washing.
- ✂ Medical facilities are poor and only located in urban areas. There is one hospital bed for every 10,000 inhabitants.
- ✂ Public hospitals and outpatient treatment is free, but patients must bring their own food and buy their own medical supplies.
- ✂ Voodoo is the national religion of the Haitian people. It is an informal religion of action created with a mixture of superstitions.
- ✂ The life expectancy for Haitians is 51.4 years.
- ✂ The official language is French, but Creole is spoken by the majority.
- ✂ 45% of the population is considered literate.
- ✂ Haiti gained independence from France on January 1, 1804.
- ✂ In the labor force of 3.6 million, 66% are in agriculture, 25% are in services, and 9% are in industry.
- ✂ The unemployment rate is 60% (1996 est.).
- ✂ There are @50,000 telephones in Haiti.
- ✂ There are 4 television broadcast stations in Haiti.
- ✂ Haiti is largely a Roman Catholic nation (80%).

(60 facts)

Information Regarding the Culture of Haiti

- Rote learning and memorization are the norm for Haitian students; therefore, they may not be used to analysis and synthesis that many US teachers expect.
- Haitian students will attach great importance to grades, tests, and even quizzes. Grading is very strict and formal. The idea that what one learns is more important than the grade will be confusing.
- Haitians, as a group, are generally very sociable.
- Haitians are generally very unified and will enjoy working with others from their country.
- Haitians are generally very expressive and gesture energetically and emphatically during their normal conversation.
- Haitians may be disturbed by the informal teacher-student relationship and may view this as disrespect.
- Haitian students do not look their teachers in the eye when speaking to them as a sign of respect.
- Haitians generally enjoy humor in their social interactions.
- The Haitian "personal space" is generally much smaller than for Americans.
- Haitian students generally value their education and are very learning-oriented.
- Haitians generally hope for peace and unity in Haiti and are proud of their heritage.
- Haitians generally share large homesteads with siblings, parents, grandparents, cousins, etc. (extended family).
- Haitians are independent and value the fact that they were the first independent, modern, black republic.
- The majority of the Haitian population are rural, lower classes, and often live in one room dwellings, have common law marriages, and speak Creole.
- On the other end of the spectrum, the upper class live in grand homes, practice Catholicism, speak French, and are educated abroad.
- Education is free, however, textbooks and materials are not, thus many children cannot afford to go to school.
- Voodoo is the national religion of the Haitian people. It is an informal religion of action created with a mixture of superstitions.
- Storytelling is a performance art in Haiti.
- Haitians have a rich folk life.
- Haitians generally value community cooperation.
- Haitians value education because it is a means of social mobility.

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- Previously, Haitians have been assigned to a class based on the color of their skin, the language they command, and the work they do.
- The Haitian culture is dualistic in nature: European v. African, French v. Creole, mulatto elites v. black masses, urban v. rural, Christianity v. Voodoo, etc.
- The majority of Haitians receive no formal education. Only a minority of Haitians are educated beyond primary school.
- Haitians must take an admissions test to be accepted in a secondary school. If they pass, they enter a lycee (public school) or college (private school).
- Haitian parents are not routinely asked or encouraged to participate in school matters and discussions, so many are confused about the amount of parental involvement expected in America.
- The literacy rate in Haiti is 45%.

(27 entries)

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Information Regarding Eritrea



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Information Regarding the Country of Eritrea

(Knowing this information may be helpful in establishing a rapport.)

- ✂ Eritrea is located in Eastern Africa, bordering the Red Sea.
- ✂ Eritrea gained independence from Ethiopia on May 24, 1993.
- ✂ The climate is hot and dry along the Red Sea coast; cooler and wetter in the central highlands; semiarid in western hills and lowlands.
- ✂ Natural resources include gold, potash, zinc, copper, salt, oil, natural gas, & fish.
- ✂ 48% of the land is permanent pastures, 20% is forests and woodland, 19% is other, 12% is arable land, and 1% is permanent crops.
- ✂ Frequent droughts are a problem.
- ✂ Environmental problems include deforestation, desertification, soil erosion, overgrazing, and loss of infrastructure due to civil warfare.
- ✂ Eritrea is strategically located geopolitically due to its position along the world's busiest shipping lanes.
- ✂ The population of Eritrea is nearly 4 million.
- ✂ The birth rate is 42.52 per 1,000 people.
- ✂ The death rate is 12.57 per 1,000 people.
- ✂ The infant mortality rate is 78.51 deaths per 1,000 live births.
- ✂ The life expectancy is 55.31 years.
- ✂ Approximately 6 children are born per woman.
- ✂ Ethnic groups include Tigrinya 50%, Tigre & Kunama 40%, Afar 4%, Saho 3%.
- ✂ The religions include Muslim, Coptic Christian, Roman Catholic, and Protestant.
- ✂ Languages include Afar, Amharic, Arabic, Tigre and Kunam, Tigrinya, and minor ethnic group languages.
- ✂ The government is a transitional government.
- ✂ The capital is Asmara (formerly Asmera).
- ✂ There are 8 provinces in Eritrea - Akele Guzay, Barka, Denkel, Hamasen, Sahl, Semhar, Senhit, and Seraye.
- ✂ The only political party recognized by the government is the People's Front for Democracy and Justice, or PFDJ.
- ✂ The currency is 1 nafka = 100 cents.
- ✂ There are about 4 telephones per 100 families. The system is very inadequate.
- ✂ There is one television station and it is government controlled.
- ✂ There are 20 airports in Eritrea.
- ✂ Eritrea has an Army, a Navy, and an Air Force.
- ✂ Eritrea is in a dispute with Yemen over sovereignty of the Hanish Islands in the southern Red Sea.

(27 facts)

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Information Regarding Ethiopia



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Information Regarding the Country of Ethiopia

(Knowing this information may be helpful in establishing a rapport.)

- ✂ Ethiopia is the home of more than 100 different ethnic groups.
- ✂ 70 languages are spoken in Ethiopia.
- ✂ There are 4 major religions - Muslim, Coptic Christian, Roman Catholic, and Protestant.
- ✂ It is located in the "Horn of Africa."
- ✂ It is one of the most mountainous countries in Africa.
- ✂ Because of its mountain, it is sometimes referred to as the "roof of Africa."
- ✂ The climate is determined, to a large extent, by elevation, and thus varies a great deal from one region to the next.
- ✂ Ethiopia receives most of its rainfall during the rainy season of June to September.
- ✂ Only 12% of the Ethiopians live in urban areas.
- ✂ Addis Ababa is the capital city.
- ✂ Addis Ababa is an important diplomatic center for the African continent.
- ✂ The world's oldest known human ancestor, and extinct species, was discovered here in 1995.
- ✂ The Ethiopian ruling dynasty originated in the 14th century.
- ✂ Haile Selassie ruled Ethiopia between 1930 and 1974 and was considered Africa's most important leader in the 20th century.
- ✂ From 1974 to 1991, the Ethiopian monarch was abolished and replaced by a military regime.
- ✂ Between 1976 and 1978, military authorities executed 500 students (this was called the Red Terror).
- ✂ Ethiopian government went through a major transition in the early 1990's.
- ✂ Ethiopia is one of the world's poorest countries.
- ✂ Per capita income in the early 1990's was \$130.
- ✂ The economy features a mixture of state control and private enterprise.
- ✂ Food shortages are a threat due to irregular rains and inadequate harvests.
- ✂ Agriculture is the most important sector of the Ethiopian economy. At least 80% of the people make a living by cultivating crops or raising livestock.
- ✂ The coffee bean is the most lucrative crop grown and is the country's main cash crop and foreign exchange earner.
- ✂ Other crops grown include chickpeas, lentils, onions, cabbage, lettuce, spices, tobacco, citrus fruits, and bananas.
- ✂ Ethiopia has the largest population of livestock on the African continent.
- ✂ The most common animals are sheep, goats, and cattle.

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- ✂ It is among the top 10 cattle producing countries in the world.
- ✂ Hides, skins, and leather goods are Ethiopia's second largest export, after coffee.
- ✂ *Manufactured goods include shoes, wood products, steel, cement, clothing, and leather goods.*
- ✂ Manufacturing contributed over 5% of Ethiopia's gross domestic product in the early 1990's.
- ✂ Gold is the only mineral mined on a large scale, but the country contains deposits of platinum, slate, limestone, clay, copper, nickel, and iron.
- ✂ Wood and charcoal are the primary sources of energy in Ethiopia.
- ✂ Oil, gas, hydroelectric power, and geothermal power also provide energy.
- ✂ Transportation is difficult due to the mountainous terrain.
- ✂ Air transportation is offering service to many African capitals.
- ✂ Ethiopian Airlines carries more cargo than any other airline on the continent.
- ✂ One of the most remarkable aspects of Ethiopia is its cultural diversity.
- ✂ No single Ethiopian Culture exists, rather many different cultural, ethnic, religious, and linguistic groups exist within Ethiopia (more than 100!).
- ✂ The largest ethnic groups are the Oromo, Amhara, Tigray, and Somali.
- ✂ The diversity has greatly enriched the country over the centuries, but also has led to conflict.
- ✂ In 1994, almost 55 million people lived in Ethiopia.
- ✂ Lack of health facilities, the spread of infectious diseases, poor sanitation, malnutrition, and food shortages have caused high infant mortality rates.
- ✂ 50% of the population are Oromo people.
- ✂ Some Oromo hold traditional beliefs, while other family members practice Islam or Orthodox Christianity.
- ✂ 30% of the people are Amhara.
- ✂ The most desirable occupations are government work, military service, religious leadership, and farming.
- ✂ Middle class Ethiopians are highly urbanized and frequently marry across ethnic boundaries.
- ✂ Families tend to be patriarchal (headed by the men).
- ✂ Amharic is the official language, but English is widely spoken.

(49 facts)

Information Regarding Eritrea/Ethiopia



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Information Regarding the Culture of Ethiopia/Eritrea

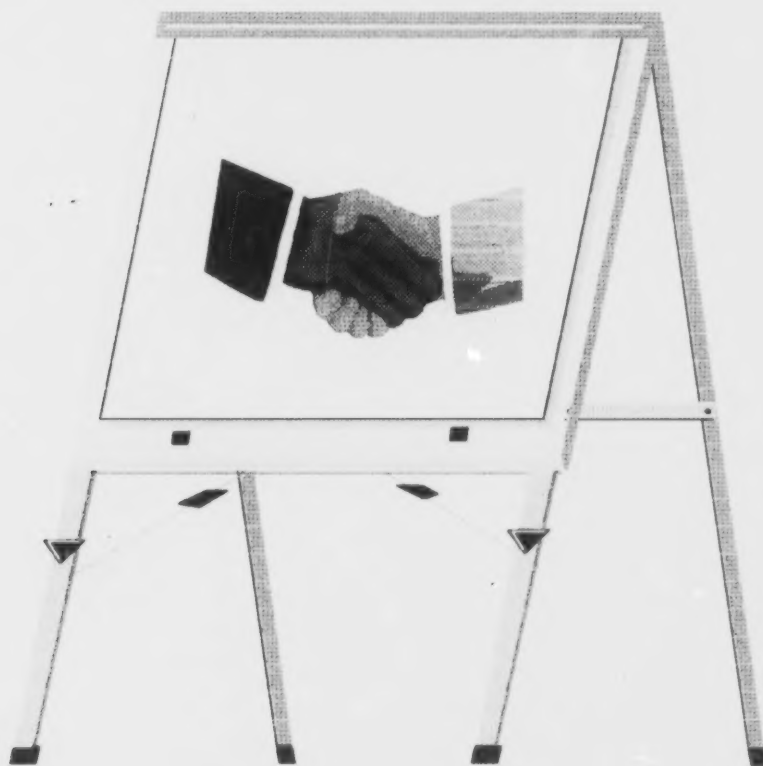
- Eritreans/Ethiopians tend to be softspoken in the classroom
- Eritreans/Ethiopians tend to be gentle, polite, and stoic people
- Individualism is valued so they stand up for their individual rights
- When accepting something from another person, Eritreans/Ethiopians use the right hand or both hands. Use of the left hand is insulting.
- Eritreans/Ethiopians are generally taught not to value women as much as men. This should be considered if the teacher is female.
- Eritreans/Ethiopians generally like a strict structure like they are accustomed to in their country.
- Often the economic conditions for Eritreans/Ethiopians in America require older students to work after school. This may be evident in the amount of time they are able to spend on schoolwork.
- Eritreans/Ethiopians are generally very creative, but this is usually evident only after they have displayed respect for their teacher.
- Eritreans/Ethiopians generally have a difficult time adjusting to the time difference and the differing calendar.
- Eritreans/Ethiopians generally have strong family values and are generally very religious.
- Due to the difficult life many experienced in their country, a sense of security is generally important for Eritreans/Ethiopians. This may be achieved through teamwork and group effort.
- Eritreans/Ethiopians are generally formal and private.
- Eritreans/Ethiopians often greet members of the same sex with a hug and kiss on both cheeks.
- Eritreans/Ethiopians generally consider pointing to be very rude.
- The importance of education is valued above social pleasures.
- There are four major religions - Muslim, Coptic Christian, Roman Catholic, and Protestant.
- No single culture exists in Ethiopia, rather many different cultural, ethnic, religious, and linguistic groups exist (more than 100!).
- Families tend to be patriarchal (headed by men).
- Family is valued - they believe in caring for their elderly.
- Both males and females are given their father's first name as their surname and it is kept throughout their life.
- Older women do not practice birth control because they believe it interferes with God's will.

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- Younger women see the economic disadvantages of large families so they use birth control.
- Children are raised to respect their elders.
- Teen pregnancy is shameful. If it happens, they believe the girl will suffer for the next 18 years.
- Women, even if they work, will cook and care for the home.
- Girls are taught to share in household chores.
- Boys help in household cleaning and dish washing until they become men; then they do very little in the home.
- Male and female circumcision is practiced.
- They believe strongly in the healing power of plants.
- They so not like for blood to be drawn, even for medical purposes, but can be convinced to do so. They especially feel pregnant women need all of their blood.
- The women are extremely private and uncomfortable in physical exams.

(31 entries)

**CHARACTERISTICS OF
HAITIANS
AS CONTRASTED WITH
MAINSTREAM CLASSROOM
STUDENT
CHARACTERISTICS/
EXPECTATIONS**



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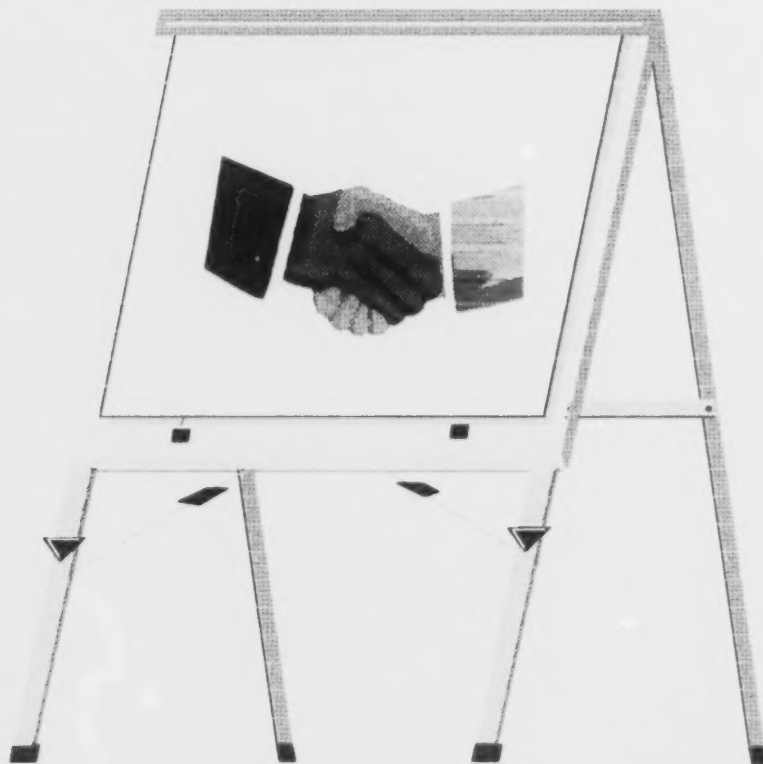
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- Haitian students generally value their education and are very learning-oriented.
- Haitians generally hope for peace and unity in Haiti and are proud of their heritage.
- Haitians are independent and value the fact that they were the first independent, modern, black republic.
- Education is free, however, textbooks and materials are not, thus many children cannot afford to go to school.
- Storytelling is a performance art in Haiti.
- Haitians have a rich folklife.
- Haitians generally value community cooperation.
- Haitians value education because it is a means of social mobility.
- The majority of Haitians receive no formal education. Only a minority of Haitians are educated beyond primary school.
- The literacy rate in Haiti is 45%.

(19 entries)

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CHARACTERISTICS OF ERITREANS/ETHIOPIANS AS CONTRASTED WITH MAINSTREAM CLASSROOM STUDENT CHARACTERISTICS/ EXPECTATIONS



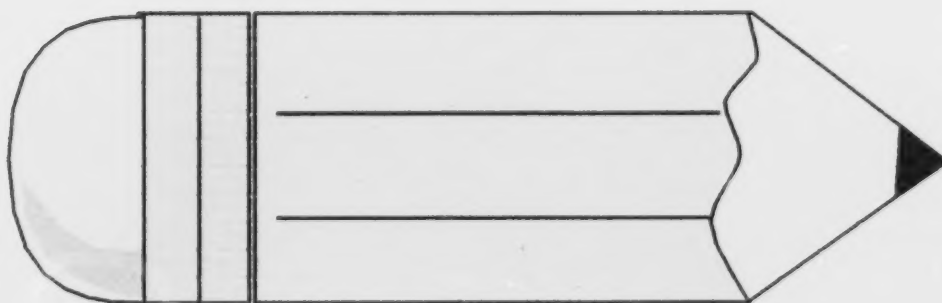
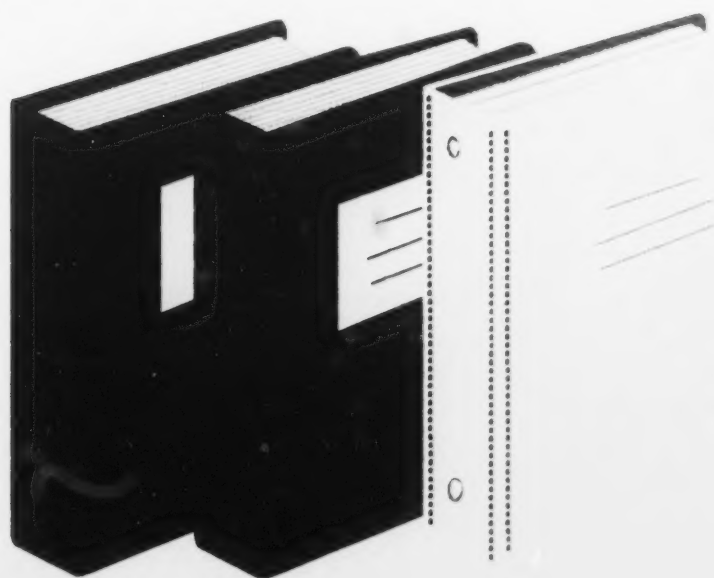
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- Eritreans/Ethiopians generally consider pointing to be very rude.
- The importance of education is valued above social pleasures.

(15 entries)

CULTURALLY RESPONSIVE TEACHING TECHNIQUES/STRATEGIES FOR HAITIAN CHILDREN



Submitted by Charlotte Sadler, Sarah Gail Hytowitz, and Eliso Frutiger

CULTURALLY RESPONSIVE TEACHING TECHNIQUES/STRATEGIES FOR HAITIAN CHILDREN

- Haitians, as a group, are generally very sociable.
 - Haitians are generally very unified and will enjoy working with others from their country.
 - Haitians generally value community cooperation.
 - Storytelling is a performance art in Haiti.
- ✍ Use Cooperative Learning
(Have group goals and individual accountability)
- ✍ Read Aloud
(Provide good reading models to assist with the student's reading accuracy, fluency, and comprehension)
- ✍ Use games that provide social interaction and intellectual stimulation.
Brainstorm words or word problems or use a TV game-show format to meet the needs for cooperative work

- Rote learning and memorization are the norm for Haitian students; therefore, they may not be used to analysis and synthesis that many US teachers expect.
- ✍ Use Systematic, Varied Strategies for Recognizing Words
(Including phonics, context, word family patterns, structural analysis, etc..)
- ✍ SQ3R (Survey, Question, Read, Recite, Review)
(Improves comprehension, retention, and organization)
- ✍ Provide Explicit Instruction of "What," "When," and "Why"
(Use modeling of this to give students the opportunity to apply these strategies.)
- ✍ Set specific goals and purposes both academically and behaviorally
- ✍ Use dual coding strategies. It is important to introduce verbal and nonverbal (imaging) strategies.
- ✍ Use mapping (main idea and semantic) to help these students
- ✍ Teach these students that a book needs to be read from left to right, who the author is, how to find the title, etc.

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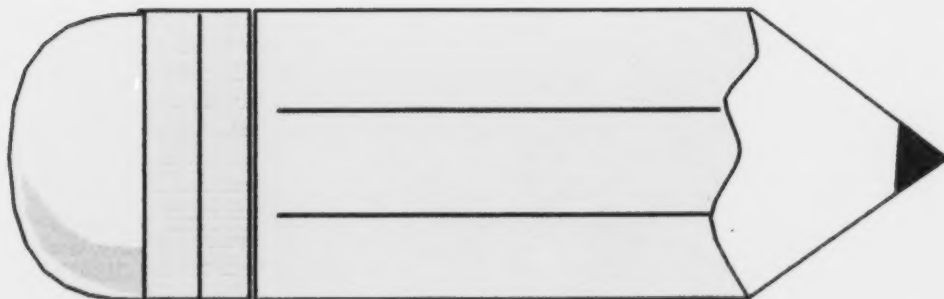
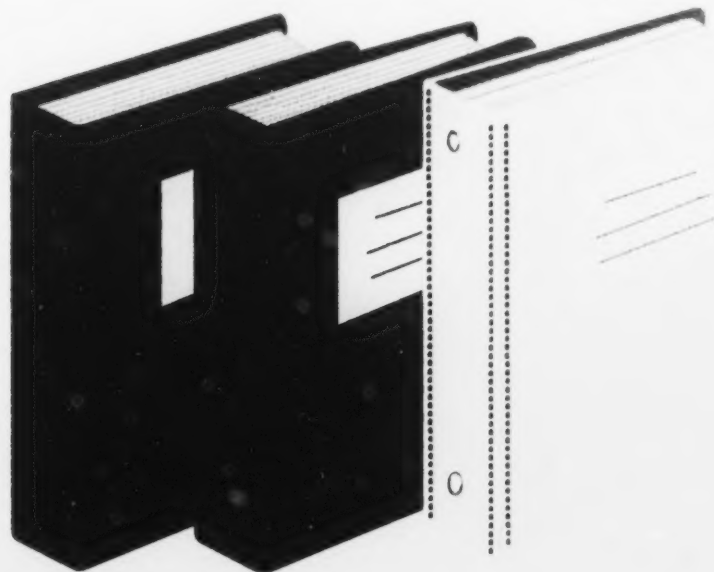
- Haitians are generally very expressive and gesture energetically and emphatically during their normal conversation.
 - Supplement oral directions with gestures and demonstrations.
 - Add illustrative elements to discussions use objects, models, and pictures to illustrate vocabulary words that might be difficult. Role-play situations and pantomime activities.
-
- Haitians are independent, proud of their heritage, and value the fact that they were the first independent, modern, black republic.
 - Capitalize on the Student's Background
(Activate prior knowledge)
 - Use a Variety of Reading Methods
(Accommodate their interests, strengths, backgrounds, etc..)
 - Activate Students' Prior Knowledge - Use KWL
(Use personal experiences to relate to reading selections)
KWL - "Know," "Want to Know," and "Learned"
 - Use Authentic Writing Tasks
(Give specific audiences and purposes)
 - Create Culturally Compatible Learning Environments
(Students learn more when their classrooms are compatible with their experiences in their culture and language.)
 - Language-Experience Approach
(Students dictate stories based on an experience they have had. It is written down by the teacher. This also gives the teacher an opportunity to learn more about the child.)
 - Plan activities in which the students share their cultural heritage.
 - Allow students to dictate stories that contain words in both English and their given native tongue.
 - Encourage students to continue to read in their native tongue if they are literate in that language.

- Other techniques and strategies that are effective with culturally diverse learners:

- Model the Writing Process
(This will also model how to read and write effectively.)
- Use Conferencing and Peer Review
(Give opportunities to work one-on-one and in small groups)
- Include Contextual Instruction in Grammar
(This is more effective than studying grammar in isolation.)
- Use the Inquiry Method
(The teacher structures specific tasks that require students to produce writing drawn from a variety of data.)
- Integrate Language Activities
(Reading, Writing, Listening, Speaking)
- Provide language experiences to avoid the problem of unfamiliar syntax and vocabulary since children read selections that they dictate.
- Explain to students who are still acquiring English the concepts and vocabulary that could hinder their understanding. This will also build background and schemata.
- Because many of these students are still learning English, the first reading of a selection should be silent, or the lesson will be turned into a speech lesson.
- Emphasize comprehension over pronunciation. They may mispronounce words but know the meanings. Note the pronunciation difficulties and work on them later.
- When teaching a reading lesson, examine the text for items that might cause special problems. Pay particular attention to syntax, semantics, and culture. (Some ESL students from traditional cultures might have difficulty understanding the casual relationship that children in the mainstream culture have with authority figures.)
- Have your class "student-centered" since students tend to learn English faster in this manner. Working with buddies and in small groups provide additional context and fosters language learning.
- Shared reading from a big book, choral readings, and songs can be used to develop oral-language fluency.
- Use print to support and expand the oral language learning of ASE students. Label items in the room, write directions, schedules, and other information about routines on the chalkboard.

Submitted by Charlotte Sadler, Sarah Gail Hytowitz, and Eliso Frutiger

CULTURALLY RESPONSIVE TEACHING TECHNIQUES/STRATEGIES FOR ERITRIAN/ETHIOPIAN CHILDREN



Submitted by Charlotte Sadler, Sarah Gail Hytowitz, and Eliso Frutiger

CULTURALLY RESPONSIVE TEACHING TECHNIQUES/STRATEGIES FOR ERITREAN/ETHIOPIAN CHILDREN

- Eritreans/Ethiopians tend to be softspoken in the classroom
- Eritreans/Ethiopians tend to be gentle, polite, and stoic people
- Individualism is valued so they stand up for their individual rights

- ✎ Use Conferencing and Peer Review
(Give opportunities to work one-on-one and in small groups)
- ✎ Have your class "student-centered" since students tend to learn English faster in this manner. Working with buddies and in small groups provide additional context and fosters language learning.
 - Eritreans/Ethiopians generally like a strict structure like they are accustomed to in their country.
- Eritreans/Ethiopians are generally very creative, but this is usually evident only after they have displayed respect for their teacher.
 - Eritreans/Ethiopians are generally formal and private.

- ✎ Use Systematic, Varied Strategies for Recognizing Words
(Including phonics, context, word family patterns, structural analysis, etc..)
- ✎ SQ3R (Survey, Question, Read, Recite, Review)
(Improves comprehension, retention, and organization)
- ✎ Provide Explicit Instruction of "What," "When," and "Why"
(Use modeling of this to give students the opportunity to apply these strategies.)
- ✎ Set specific goals and purposes both academically and behaviorally
- ✎ Use dual coding strategies. It is important to introduce verbal and nonverbal (imaging) strategies.
- ✎ Use mapping (main idea and semantic) to help these students
- ✎ Teach these students that a book needs to be read from left to right, who the author is, how to find the title, etc.

Submitted by Charlotte Sadler, Sarah Gail Hytowitz, and Eliso Frutiger

- Eritreans/Ethiopians are very proud of their heritage.
- ✎ Capitalize on the Student's Background
(Activate prior knowledge)
- ✎ Use a Variety of Reading Methods
(Accommodate their interests, strengths, backgrounds, etc..)
- ✎ Activate Students' Prior Knowledge - Use KWL
(Use personal experiences to relate to reading selections)
KWL - "Know," "Want to Know," and "Learned"
- ✎ Use Authentic Writing Tasks
(Give specific audiences and purposes)
- ✎ Create Culturally Compatible Learning Environments
(Students learn more when their classrooms are compatible with their experiences in their culture and language.)
- ✎ Language-Experience Approach
(Students dictate stories based on an experience they have had. It is written down by the teacher. This also gives the teacher an opportunity to learn more about the child.)
- ✎ Plan activities in which the students share their cultural heritage.
- ✎ Allow students to dictate stories that contain words in both English and their given native tongue.
- ✎ Encourage students to continue to read in their native tongue if they are literate in that language.
- Other techniques and strategies that are effective with culturally diverse learners:
 - ✎ Model the Writing Process
(This will also model how to read and write effectively.)
 - ✎ Use Cooperative Learning
(Have group goals and individual accountability)
 - ✎ Read Aloud
(Provide good reading models to assist with the student's reading accuracy, fluency, and comprehension)
 - ✎ Use games that provide social interaction and intellectual stimulation.
Brainstorm words or word problems or use a TV game-show format to meet the needs for cooperative work
 - ✎ Include Contextual Instruction in Grammar

Submitted by Charlotte Sadler, Sarah Gail Hytowitz, and Eliso Frutiger

- (This is more effective than studying grammar in isolation.)
- ✎ Use the Inquiry Method
(The teacher structures specific tasks that require students to produce writing drawn from a variety of data.)
 - ✎ Integrate Language Activities
(Reading, Writing, Listening, Speaking)
 - ✎ Provide language experiences to avoid the problem of unfamiliar syntax and vocabulary since children read selections that they dictate.
 - ✎ Explain to students who are still acquiring English the concepts and vocabulary that could hinder their understanding. This will also build background and schemata.
 - ✎ Because many of these students are still learning English, the first reading of a selection should be silent, or the lesson will be turned into a speech lesson.
 - ✎ Emphasize comprehension over pronunciation. They may mispronounce words but know the meanings. Note the pronunciation difficulties and work on them later.
 - ✎ When teaching a reading lesson, examine the text for items that might cause special problems. Pay particular attention to syntax, semantics, and culture. (Some ESL students from traditional cultures might have difficulty understanding the casual relationship that children in the mainstream culture have with authority figures.)
 - ✎ Supplement oral directions with gestures and demonstrations.
 - ✎ Add illustrative elements to discussions use objects, models, and pictures to illustrate vocabulary words that might be difficult. Role-play situations and pantomime activities.
 - ✎ Shared reading from a big book, choral readings, and songs can be used to develop oral-language fluency.
 - ✎ Use print to support and expand the oral language learning of ASE students. Label items in the room, write directions, schedules, and other information about routines on the chalkboard.

EVALUATION/ASSESSMENT- RELATED STRATEGIES FOR HAITIAN CHILDREN

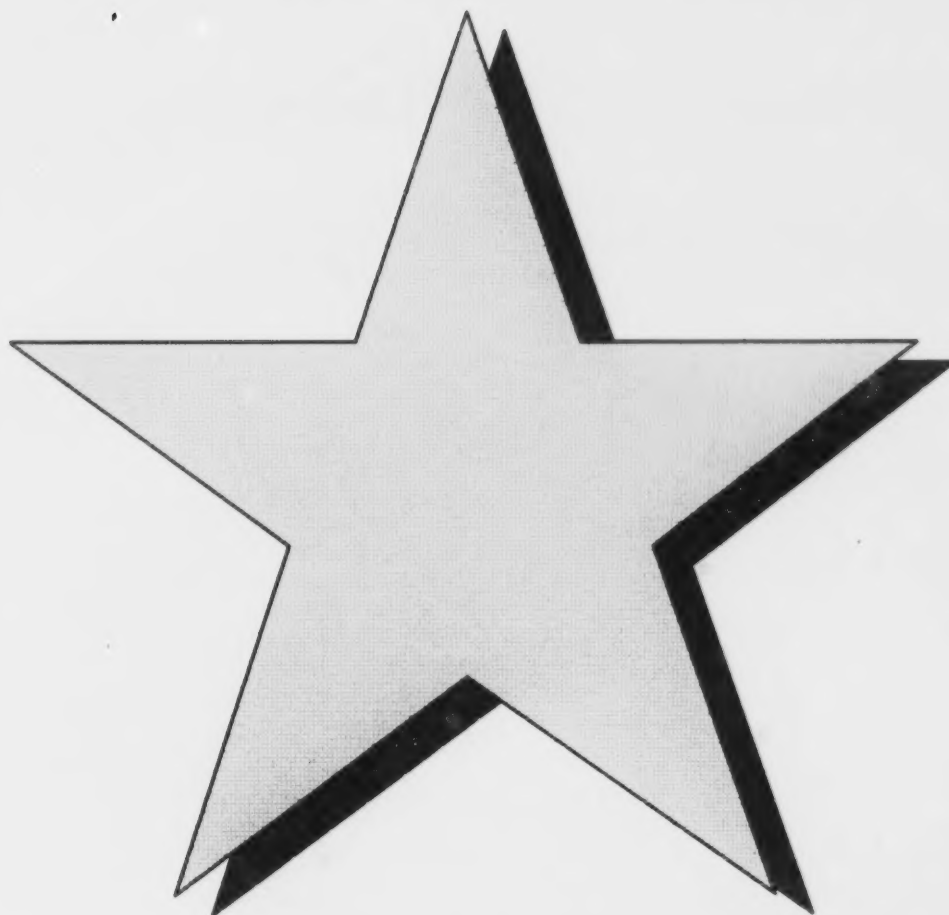


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EVALUATION/ASSESSMENT-RELATED STRATEGIES
FOR HAITIAN CHILDREN

- Retelling (Oral or Written)
Summarize or describe a story to assess comprehension
- Think-Aloud Protocols (Formal or Informal)
Students describe the processes they use as they read or engage in other cognitive activities.
- Observation (Watch the students to determine how they learn, strengths and weaknesses, level of development, enjoyment, selected materials, etc..)
- Anecdotal Record (Recording or describing incidents while keeping the description and the incident separate. Very useful even though many teachers feel they will "remember" things.)
- Checklists (using a "present-absence" scale for traits observed or a "degree of involvement" scale as in "how often" a behavior is displayed)
- Self-Evaluation (questionnaires and self-report checklists assist in this)
- Interviews (asking a series of questions of a topic)
- Pre- and Post testing (used to measure growth, guide instructional planning, and make changes from year to year)
- Rubric (set of guidelines with the dimensions being assessed and a scale)
- Analytic Scoring (notes specific strengths and weaknesses using a specific scoring criteria - usually a limited number so the student will not be overwhelmed.)
- Logs and Journals (written record of student's reactions and observations about a topic; can be used to assess the level of understanding on a given topic and the processes used to achieve learning)

**EVALUATION/ASSESSMENT-
RELATED STRATEGIES
FOR ERITRIAN/ETHIOPIAN
CHILDREN**

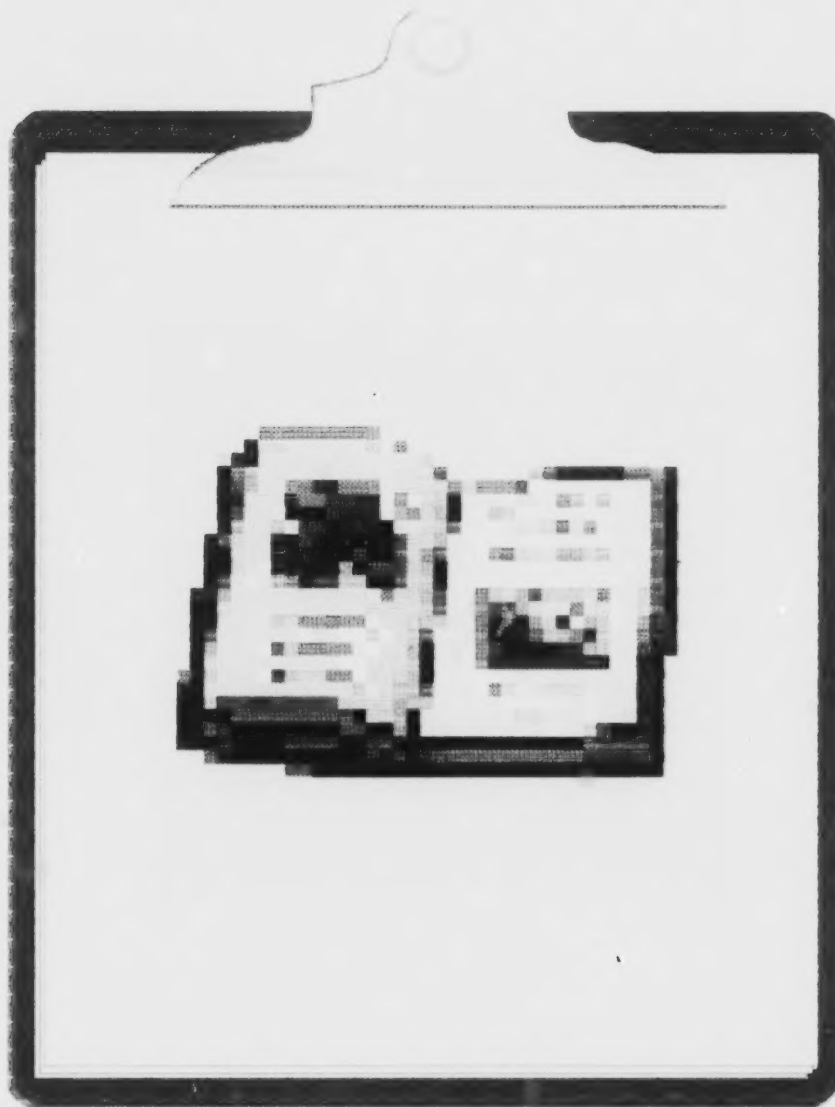


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FOR ERITRIAN/ETHIOPIAN CHILDREN

- Questionnaires (containing a series of questions on some topic)
- Logs and Journals (written record of student's reactions and observations about a topic; can be used to assess the level of understanding on a given topic and the processes used to achieve learning)
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- Observation (Watch the students to determine how they learn, strengths and weaknesses, level of development, enjoyment, selected materials, etc..)
- Anecdotal Record (Recording or describing incidents while keeping the description and the incident separate. Very useful even though many teachers feel they will "remember" things.)
- Checklists (using a "present-absence" scale for traits observed or a "degree of involvement" scale as in "how often" a behavior is displayed)
- Holistic Scoring (based on overall impression - useful in writing)
- Portfolio (collection of work samples, test results, checklists, or other data used to assess a student's performance)
- Pre- and Post testing (used to measure growth, guide instructional planning, and make changes from year to year)
- Rubric (set of guidelines with the dimensions being assessed and a scale)

RESOURCES FOR HAITIANS IN AMERICA



Submitted by: Charlotte Sadler, Sarah Gail Hytowitz, and Eliso Frutiger

RESOURCES FOR HAITIANS IN AMERICA

Human, Community, and Material Resources

Association for Haitian American Development
Serge Declama
President
PO Box 2332
Decatur, GA 30031-2332
4043-355-6426
770-981-4568

Haitian United of Georgia, Inc.
Gabriel Pierre, President
Felix Frankel, Vice-president
1381 Custer Avenue, #2
Atlanta, Georgia 3316
44-624-9897

Eglise Adventist de Philadelphie
Reverend Marc Rico Borieux
294 Hightower Road
Atlanta, Georgia 30318
404-792-0535

World Relief Resources for Refugee Youth
Michael Burnham, Project Coordinator
964 North Indian Creek Drive
Clarkston, Georgia 30021
404-294-4352
Fax 404-294-6011

Christian Council of Metropolitan Atlanta Area
Wilson Metelus, Haitian Counselor
404-212-1220

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DeKalb County Health Department
Souhila Kilby
Room 127
445 Winn Way
Decatur, Georgia 30030
404-294-3818

DeKalb County Schools International Center
4680 Chamblee-Dunwoody Road
Atlanta, Georgia 30338
770-393-9240
Fax 770-393-9859

ESL Language Center
Maria Shurant, Director
3355 Lenox Road
Suite 300
Atlanta, Georgia
404-266-2066

Theophile Church in Christ
Reverend Roland Joseph
930 Cluster Avenue
Atlanta, Georgia 30316
404-624-9432

Association for Haitian-American Development
Andre Morissette
404-355-6426

Haitian Cultural Society of Atlanta
PO Box 243
Redan, Georgia 30074-243

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Honorary Consulate of Haiti
William G. Browning, Honorary Consul
404-847-0709
National Haitian Service
404-622-2235
Jean-Claude Bourget
770-908-5344

Le Primitif Galleries
David McCabe
404-240-0226

Organisation Haitienne
10cmc de Georgia, Inc.
Hubert L. Rameau
404-908-5344

The Atlanta Regional Commission
200 Northcreek, Suite 300
3715 Northside Parkway
Atlanta, Georgia 30327-2809
404-364-2500
fax 404-364-2599

Center for Applied Research in Anthropology
Georgia State University
One University Plaza
Atlanta, Georgia 30303
404-651-1038

Southern Baptist Refugee and Immigration Service
Bill Fulkerson
404-898-7391

Submitted by: Charlotte Sadler, Sarah Gail Hytowitz, and Eliso Frutiger

Haitian Community Church of God
Reverend Joseph Raymond
Reverend Robert Bouloute
3070 Grand Avenue
Atlanta, Georgia 30315
404-762-9144
404-243-6772

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Constant, Samuel, *Normal Development and Adjustment of Haitian Children*. Miami, FL: Haitian Refugee Center, 1981.

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<http://www.americas.org/brochure/relation.htm>

<http://www.cal.org/rsc/haiti/>

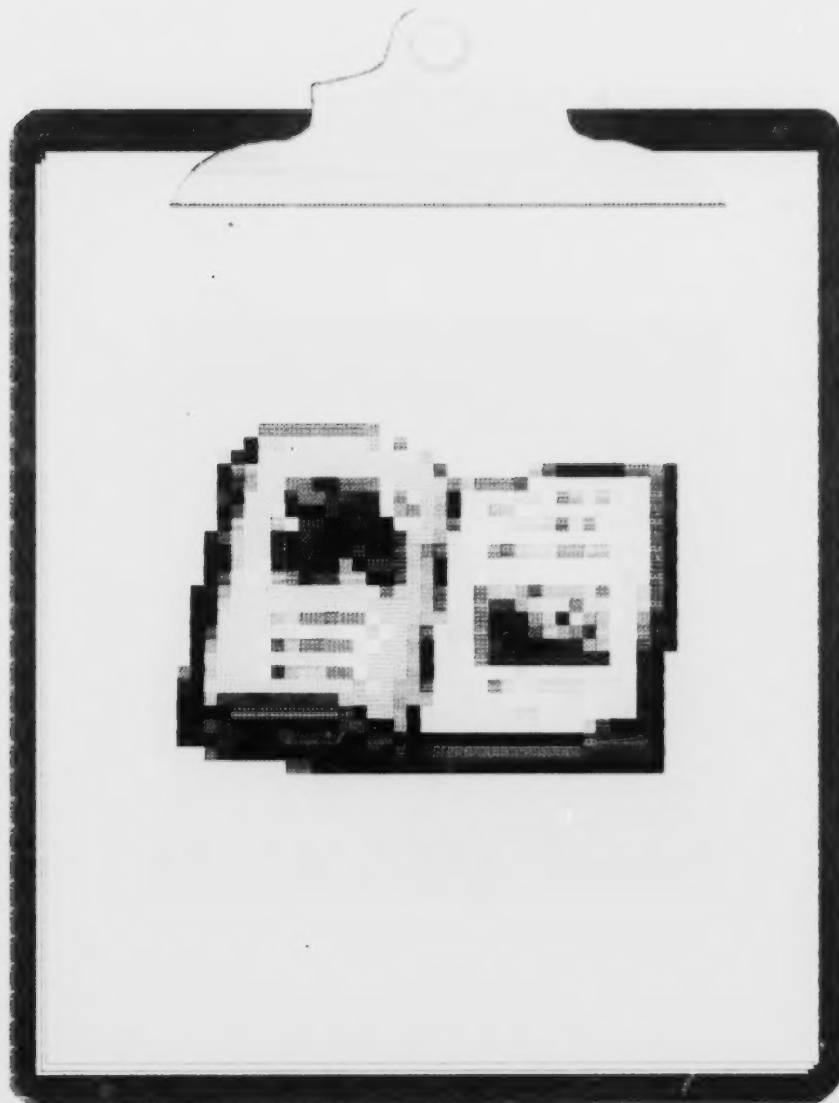
http://www.ed.gov/databases/ERIC_Digests/ed372146.html

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[http://www.yale.edu/ynhti/curriculaum/units/1989/1/89.01.08.x.
html](http://www.yale.edu/ynhti/curriculaum/units/1989/1/89.01.08.x.html)

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RESOURCES FOR ERITREANS/ETHIOPIANS IN AMERICA



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RESOURCES FOR ERITREANS/ETHIOPIANS
IN AMERICA

Human, Community, and Material Resources

Ethiopian Bible Fellowship
3895 Church Street
Clarkston, Georgia
30021
404-299-8277

First Baptist Church of Atlanta
Reverend Lendago Tega
754 Peachtree Street
Atlanta, Georgia 3365
404-593-8213
404-347-8203

International Baptist Church
Clarkston Baptist Church
Reverend Tegga Lendado
3895 Church Street
Clarkston, Georgia 30021
404-296-6483

Kidst Mariam Ethiopian Orthodox Tewahedo Church, Inc.
Kebede Bogale
751 N. Indian Creek Drive
Clarkston, Georgia 30021
404-296-0858

St. Elias Antiochan Orthodox Church
Father Peter Shportun
Pastor and Priest
2045 Ponce de Leon Avenue

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Atlanta, Georgia 30307
404-378-8191
404-373-1366
Fax 404-378-8010

St. John Melkite Catholic Church
Father William Haddad
1428 Ponce de Leon Avenue, NE
Atlanta, Georgia 30307
404-373-9522

African Community Refugee Center, Inc.
Mohammed May, Executive Coordinator
Abukar Sheikhey, Coordinator
3701 College Avenue
Clarkston, Georgia 30021
404-297-7588

Ethiopian Mutual Assistance
PO Box 50361
Atlanta, Georgia 30302
404-525-2661

World Relief Resources for Refugee Youth
Michael Burnham, Project Coordinator
964 North Indian Creek Drive
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Souhila Kilby
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445 Winn Way
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404-294-3818

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770-393-9240
Fax 770-393-9859

ESL Language Center
Maria Shurant, Director
3355 Lenox Road
Suite 300
Atlanta, Georgia
404-266-2066

Ethiopian Community of Atlanta, Inc.
Mr. Mekonnen Gessesse
404-728-9122

Georgia Mutual Assistance Association
Mr. G. Beredi Bereket
404-763-0953

Lutheran Ministries of Georgia
Mr. Michael Ghirmaghi
404-875-0201

Save the Children Refugee Resource Room
Ms. Jerusalem Negyush
404-299-6217

United Oromo Community of Georgia
Mr. Mohammed Omar
404-658-9234

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The Atlanta Regional Commission
200 Northcreek, Suite 300
3715 Northside Parkway
Atlanta, Georgia 30327-2809
404-364-2500
fax 404-364-2599

Center for Applied Research in Anthropology
Georgia State University
One University Plaza
Atlanta, Georgia 30303
404-651-1038

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the Eyes of a Traveler*. The Red Sea Press, 1999.

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Ullendorff, Edward. *The Ethiopians: An Introduction to Country and People*. (3d ed.) London: Oxford University Press, 1973.

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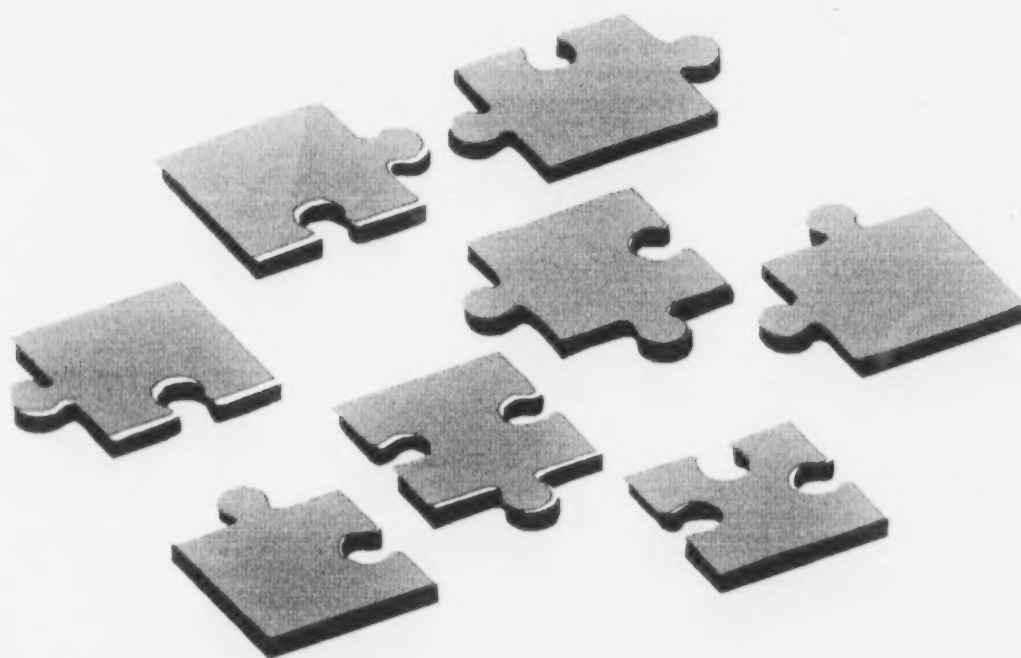
<http://odci.gov/cia/publications/factbook/er.htm#people>

<http://weber.u.washington.edu/~ethnomed/eritcp.htm#family>

<http://www.hslib.washington.edu/clinical/ethnomed/voices/eritrean.html>

http://www.ed.gov/databases/ERIC_Digests/ed372146.html

RESEARCH-BASED FINDINGS THAT CLARIFY HOW TO WORK EFFECTIVELY WITH HAITIAN CHILDREN



Submitted by Charlotte Sadler, Sarah Gail Hytowitz, and Eliso Frutiger

RESEARCH-BASED FINDINGS THAT CLARIFY HOW TO WORK EFFECTIVELY WITH HAITIAN CHILDREN

- Haitians are independent, proud of their heritage, and value the fact that they were the first independent, modern, black republic.

□ Garcia, E. (1991). *Education of linguistically and culturally diverse students*. Washington, DC: National Center for Research on Cultural Diversity and Second Language Learning, U.S. Department of Education.

The curriculum "must address all categories of learning goals (cognitive and academic; advanced as well as basic). We should not lower our expectations for these students; they, too, need to be intellectually challenged."

□ Saravia-Shore, Marietta, & Garcia, Eugene, *Diverse teaching strategies for diverse learners*, Educating Everybody's Children, Alexandria, VA: Association for Supervision and Curriculum Development, 1995.

Teachers should learn more about the culture of their students in order to better understand their behavior. Learning about a child's culture can assist the teacher in capitalizing on the background experiences of each child.

□ Barnitz, 1986; Carrell et al., 1988; Steffensen, 1987 (cited in Literacy Instruction for Culturally Linguistically Diverse Students, 1998)

"Cultural variation in background knowledge influences reading performance and must be considered in literacy instruction. Those who read texts that are not culturally familiar often read slower, miscomprehend, have more irrelevant intrusions, and make fewer elaborations than those who read culturally familiar texts."

- Haitians, as a group, are generally very sociable.
 - Haitians are generally very unified and will enjoy working with others from their country.
- Haitians generally value community cooperation.
 - Storytelling is a performance art in Haiti.

□ Kline (Educating Everybody's Children, 1995)

Encourage the students to become more active in their learning and responses by using questioning that will "encourage them to generate their own questions and lead their own discussions."

□ Pardo & Raphael (The Reading Teacher - April, 1991)

Allow students to work in small cooperative groups. This will give them the opportunity to practice newly learned strategies, work together on a given assignment, and engage in discourse regarding the given content.

□ Kline (Educating Everybody's Children, 1995)

Students should be given the opportunity to work in a variety of groupings and settings. This will help them in "developing proficiencies, skills and knowledge while at the same time accommodating individual differences in strengths, backgrounds, and interests."

- Haitian students will attach great importance to grades, tests, and even quizzes. Grading is very strict and formal. The idea that what one learns is more important than the grade will be confusing.

□ Hilliard, 1989 (cited in Literacy Instruction for Culturally Linguistically Diverse Students, 1998)

Students have preferred learning styles which are culturally specific. As teachers, we should address the various learning styles for all students.

□ Kline (Educating Everybody's Children, 1995)

Teachers should "recognize and explore multicultural perspectives in all areas of the curriculum, emphasizing through example and instruction the strength and value of a unified society forged from cultural diversity."

- Rote learning and memorization are the norm for Haitian students; therefore, they may not be used to analysis and synthesis that many US teachers expect.

□ Banks, J. A. (1994b). *An introduction to multicultural education*. Boston: Allyn & Bacon

We have to ask children how they construct meaning and figure out hard words so that we can have insight into their thinking processes.

□ Banks, J. A. (1994b). *An introduction to multicultural education*. Boston: Allyn & Bacon

We need to try varied approaches to teaching and organizing classes to learn which ones work best.

• Additional Research-Based Findings Regarding Working Effectively With Diverse Learners

□ Moll, Estrada, Diaz & Lopez [cited in Garcia, G. E., Pearson, P. D., & Jimenez, R. T. (1994) *The at-risk situation: A synthesis of reading research*. Champaign, IL. University of Illinois, Center for the Study of Reading.]

Students who were good readers in Spanish and apparently becoming proficient readers in English were not given instruction in comprehension because teachers wrongly believed that mispronunciations were a sign of weak decoding skills.

□ Banks, J. A. (1994b). *An introduction to multicultural education*. Boston: Allyn & Bacon

Research indicates that given the cultural diversity of the United States, it is essential that the teacher be prepared to accept a variety of learning styles and ways of structuring the classroom. In developing teaching techniques for diverse learning styles, we have to be aware of the ways in which students think and process information, which means our teaching needs to be collaborative.

- Banks, J. A. (1994b). *An introduction to multicultural education*. Boston: Allyn & Bacon

We need to give students choices to determine the kinds of activities they prefer.

- Berghoff & Egawa (*The Reading Teacher* - April, 1991)

"Individuals need more time to record and reflect on events along with opportunities to choose and immerse themselves in the experiences books can provide." Allowing students to make choices will encourage them to pursue their own interests and will reinforce the belief that the student's choice is important.

- Wong [cited in Cummins, J. (1994). The acquisition of English as a second language. In K. Spangenberg-Urbschat & R. Pritchard (Eds.), *Kids come in all languages: Reading instruction for all ESL students* (pp.36-62). Newark, DE: International Reading Association.]

"Those situations that promote frequent contacts are the best, especially if the contacts last long enough to give learners ample opportunity to observe people using the language for a variety of communication purposes. Those which permit learners to engage in the frequent use of the language with speakers are better."

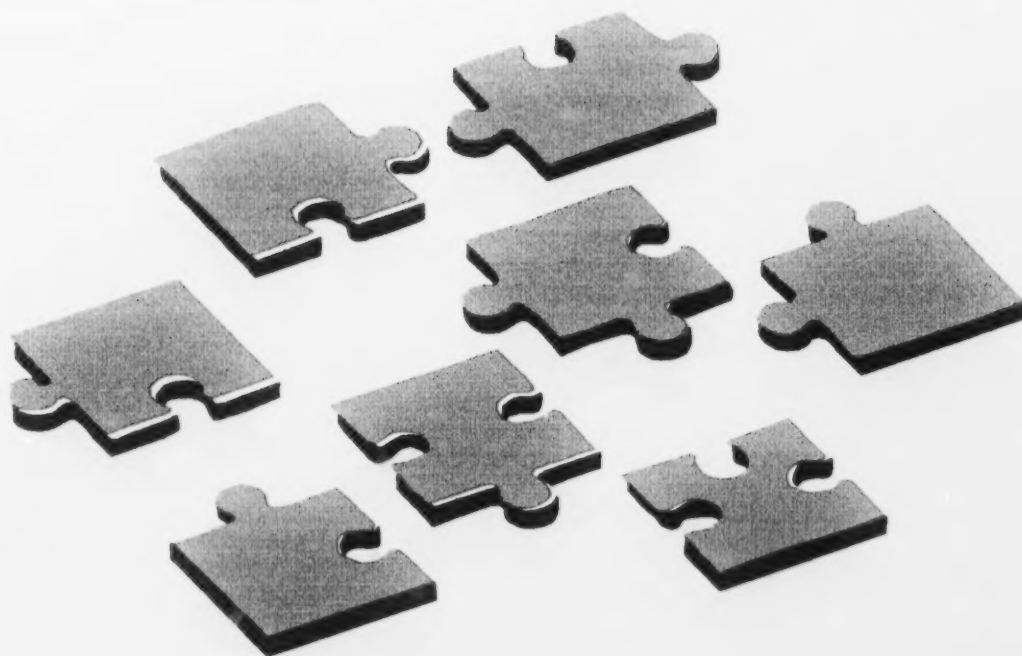
- Rosenshine, B. , & Berliner, D. C. (1978). Academic engaged time. *British Journal of Teacher Education*, 4, 3-16.

Amount of time on task, or academically engaged time, is closely related to achievement. If the teacher can increase productive time by adapting instruction to conform to the learning and responding styles of the students, the results should be an increase in achievement.

- Thonis [cited in Fillmore, L. W. & Valdez, C. (1986). Teaching bilingual learners. In M. E. Wittrock (Ed.), *Handbook for research on teaching* (pp. 648-685). New York: Macmillan.]

Reading in a second language should not be attempted until students have reached a text level where they can interpret the text and draw inferences. This indicates that they have developed higher-level comprehension skills, which can be transferred to reading in a second language.

RESEARCH-BASED FINDINGS THAT CLARIFY HOW TO WORK EFFECTIVELY WITH ERITRIAN/ETHIOPIAN CHILDREN



Submitted by Charlotte Sadler, Sarah Gail Hytowitz, and Eliso Frutiger

RESEARCH-BASED FINDINGS THAT CLARIFY HOW TO WORK EFFECTIVELY WITH ERITRIAN/ETHIOPIAN CHILDREN

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- Individualism is valued so they stand up for their individual rights

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- Eritreans/Ethiopians are generally formal and private.

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- Barnitz, 1986; Carrell et al., 1988; Steffensen, 1987 (cited in Literacy Instruction for Culturally Linguistically Diverse Students, 1998)

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- Additional Research-Based Findings Regarding
Working Effectively With Diverse Learners

- Hilliard, A.G. (1989). Teaching and cultural styles in a pluralistic society. *National Education Association*, 7(6), 65-69.

Students have preferred learning styles which are culturally specific. As teachers, we should address the various learning styles for all students.

Submitted by Charlotte Sadler, Sarah Gail Hytowitz, and Eliso Frutiger

- Thonis [cited in Fillmore, L. W. & Valdez, C. (1986). Teaching bilingual learners. In M. E. Wittrock (Ed.), *Handbook for research on teaching* (pp. 648-685). New York: Macmillan.]

Reading in a second language should not be attempted until students have reached a text level where they can interpret the text and draw inferences. This indicates that they have developed higher-level comprehension skills, which can be transferred to reading in a second language.

- Moll, Estrada, Diaz & Lopez [cited in Garcia, G. E., Pearson, P. D., & Jimenez, R. T. (1994) *The at-risk situation: A synthesis of reading research*. Champaign, IL. University of Illinois, Center for the Study of Reading.]

Students who were good readers in Spanish and apparently becoming proficient readers in English were not given instruction in comprehension because teachers wrongly believed that mispronunciations were a sign of weak decoding skills.

- Banks, J. A. (1994b). *An introduction to multicultural education*. Boston: Allyn & Bacon

Research indicates that given the cultural diversity of the United States, it is essential that the teacher be prepared to accept a variety of learning styles and ways of structuring the classroom. In developing teaching techniques for diverse learning styles, we have to be aware of the ways in which students think and process information, which means our teaching needs to be collaborative.

- Banks, J. A. (1994b). *An introduction to multicultural education*. Boston: Allyn & Bacon

We need to try varied approaches to teaching and organizing classes to learn which ones work best.

- Guild, P. (1994). The cultural learning style connection. *Educational Leadership*, 51(8), 16-21.

African American students value oral language, physical activity, and interpersonal relationships. Discussion, collaborative work, active learning, and oral style seem to work best with these children.

- Hale-Benson, J. E. (1986). *Black children: Their roots, culture, and learning styles* (rev. ed.). Baltimore: Johns Hopkins University Press.

African-American children are accustomed to a conversational style in which they and adults contribute equally - this suggests that teachers should structure discussions in which the children do half of the talking.

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□ Wong [cited in Cummins, J. (1994). The acquisition of English as a second language. In K. Spangenberg-Urbschat & R. Pritchard (Eds.), *Kids come in all languages: Reading instruction for all ESL students* (pp.36-62). Newark, DE: International Reading Association.]

"Those situations that promote frequent contacts are the best, especially if the contacts last long enough to give learners ample opportunity to observe people using the language for a variety of communication purposes. Those which permit learners to engage in the frequent use of the language with speakers are better."

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